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JOURNAL OF EDUCATION

The National School Weekly

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In This Issue

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Co-operative Trade Training NILS ENGSTROM

A School Built Around the Girl DORA WELLS

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"Make Goods" and "No Goods" ARTHUR DEAN

Character Training Often a Mere Preachment

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News of Education

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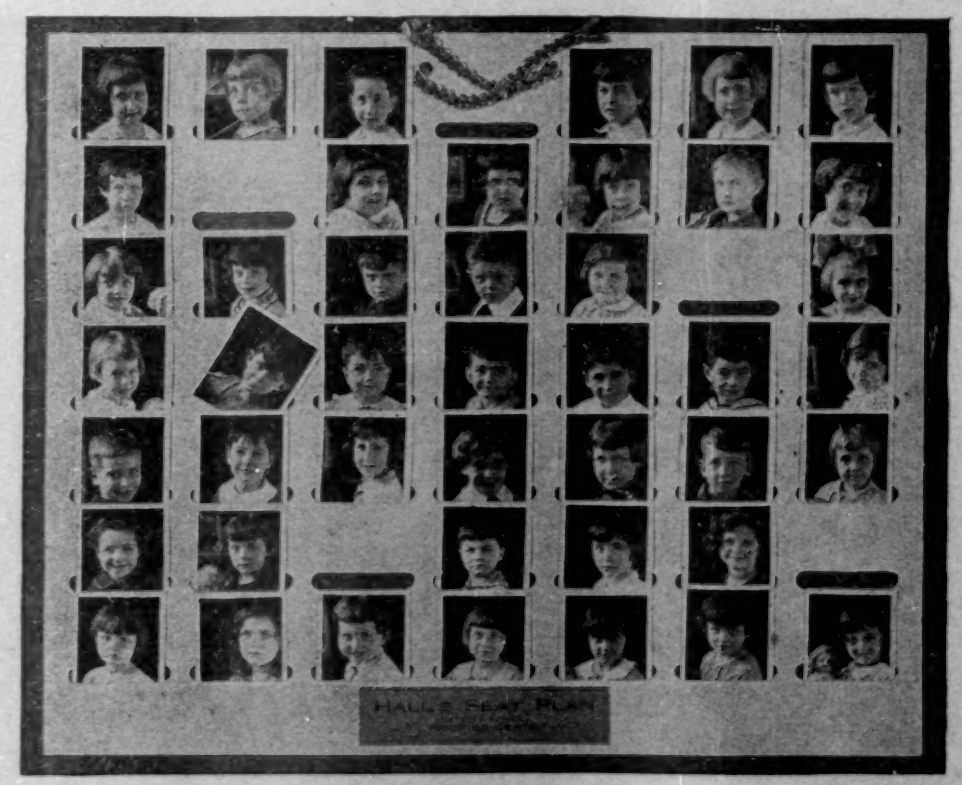

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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Editorials

American Education

TOLERANCE has broadened the horizon of American education and raised the curtain upon vital school activities, organized and humanized.

The industrial activities, the scientific discoveries, the inventions and creations together with the vast enlargement of daily papers have made all children from two to three years older in their information and interests than are their chronological ages. This prepares them for school opportunities by three years of age better than they were at five or six years of age a few years ago.

Compulsory education is now so well enforced, and parents are so keenly interested in the educational equipment of their children, that there is no appreciable difference in the educational equipment of American children and youth wherever they are at school.

Public schools are a unique traditional American institution, and circumstances are consigning public schools to a definite place in American education without any further claim than that public schools are American education. Public schools have advantages and limitations, opportunities and responsibilities by being tax-supported.

They are responsible for doing for all children and communities what is not satisfactorily done by other agencies.

Public school officials must require all other educational agencies, whatever else they do for children, religiously or socially, to give them an adequate and desirable personal and community education.

A Glorified Civilization

CIVILIZATION will be glorified in every country on every continent in the near future or it will collapse.

There has never been an opportunity for an individual, a community, an organization, or an institution to do as much for humanity as in the United States at once.

Nature and human nature seem to have con-

spired to create a condition in everything everywhere for everybody in the United States to achieve great things for civilization and humanity.

Augustine L. Rafter

DR. AUGUSTINE L. RAFTER is very much alive, rendering as important independent professional and public service as any man we know.

I am in close touch with him, especially in his notable work in music, an editorial concerning which will soon appear in the Journal of Education.

A most unaccountable and inexplicable sentence appeared in our issue of November 16, in which we referred to him incidentally in the announcement of Boston's new superintendent. Of course the thought of everybody who read and proofread that editorial was on the new superintendent.

Leadership in North Dakota

THE Agricultural College of North Dakota, at Fargo, has created an important opportunity for adult education. It is attracting wide attention because of its direct service to local and neighborhood physicians, clergymen, county superintendents, farmers, clubwomen, school janitors and others who have been entered in unit courses in subjects taught at the high school level or above.

North Dakota is taking the lead in many modern activities, and the Agricultural College is a leader in the state and in the Northwest in many of these achievements. The Journal of the National Education Association gives an interesting account of this activity.

Younger Youth

WILLIAM HAMILTON TOLSON, 3rd, of Greenville, South Carolina, entered William and Mary College this year at the age of thirteen, and his portrait appeared in the daily papers far and near. College entrance under fifteen will be nothing unusual in a few years. Children and youth are much older than their chronological age, and this will soon be universally recognized.

Effective Specializing

ONE important achievement of these appropriations for the education of the unemployed is a sensible study of the education needed by those whose employment is likely to be seasonal.

For example, the Federal Board of Vocational Education has created part-time classes in agriculture in the Southern States for negroes in slack seasons. This will transform those who take these courses from mere seasonal laborers to skilled agriculturists.

There are other demonstrations that the present special opportunities are being utilized in the South for the promotion of better workmen, both white and colored.

Philadelphia's Notable Leadership

PHILADELPHIA has been doing remarkable things in public education for more than half a century.

Never more than under the leadership of Superintendent Edwin C. Broome, who has the loyalty of his teachers and associates and the enthusiastic support of the citizens.

The public school teachers and other employees of education in Philadelphia have recently pledged 2 per cent. of their salaries for six months to the campaign for relieving the burden of unemployment in the city.

Last year they gave 1 per cent. of four months' salaries.

A County Creation in Education

MARIE SORUM, Estherville, Iowa, county superintendent of Emmet County, is responsible for one of the most important creations for rural education in American history.

While it is primarily a rural school achievement she has solved many national problems of education.

She has put the leadership of education of the county in the hands of the youths of the county through the Boys and Girls County Institute, which is the most interesting and important organization in the county.

Every family and every business interest in the county is interested in the Teachers Institute of the County from the close of the County Institute meetings each year until the opening next year.

Every pupil in every school in the county is devoted to the success of the Boys and Girls County Institute every day of the year.

There are famous speakers at the Annual Institute in whom the leading professional, business, and social leaders of the county are interested, but no speaker is so high and mighty that the address he gives in Emmet County, Iowa, does not interest boys and girls.

There is never a weak spot in any program, and there is no exhibit of the products and achievements of any child that is not of interest to everybody in attendance, and everybody is in attendance.

It is needless to say that the county superintendent is a great leader. Any one will be a great leader in a county or state who will devote herself to the leadership of boys and girls as Miss Marie Sorum has done. It is a great education in human nature, which, after all, is a nobler attainment than the conquest of nature.

Belding's Page

College Teaching

THE main difference between the instruction in colleges and that in secondary schools is probably this: that the colleges have been hiring their professors on the basis of what they know, while the high schools have been asking what they can teach.

The colleges have many good teachers. The percentage of such teachers is fairly high in some of these institutions. But most of the colleges afflict their undergraduates with some so-called teachers who are so devoid of ability to get their teaching across that the average high school would not tolerate them on its faculty.

The college authorities are sometimes faced, in selecting a new teacher, with the problem of taking a good research man or a good teacher. And the research man has a big chance of landing the job. That would be all right if he didn't have to teach, or go through the motions of teaching. But he does.

Colleges feel that they must continually add to the body of scientific knowledge, when most of them would do much better to concentrate on developing the minds of their students.

The quality of collegiate instruction has suffered for want of supervision. The college professor has been a law unto himself. He generally has resented criticism or inspection. His lecture room has been his castle. His students have had no tests to meet except those he chose to set before them. He has had certain duties outside the classroom more or less expected of him: membership in committees and learned societies, the writing of books, and other activities. If he has done these things in a manner to magnify the prestige of his college, he has been quite satisfactory—even though his students knew him for a bore.

No such immunity has been enjoyed by the teacher in secondary schools. This person has been picked for his ability to teach. Scholarship has been a prerequisite, of course. But scholarship alone has not been sufficient to satisfy the superintendent and the principal. Nor is the teacher in a secondary school left to go his own way without guidance or checking. His classroom is visited from time to time—not too often, but often enough so he is kept on his toes a little. And his pupils have to measure up in performance to a certain standard. The irony of the thing is—that the standards set by the colleges play a large part in the maintenance of teaching standards for high schools. Yet the college itself may fail dismally on the instruction side.

It would be extremely interesting to see what answers the college freshmen of the country would give to the query: "How do your college teachers compare with those you had in high school?"

Perhaps the hour has struck for the secondary schools to insist upon higher teaching standards in the colleges to which they will consent to send their graduates.

Perhaps, too, the high schools should be on their guard against any possible hypnotism caused by advanced degrees which may mean only that much greater remoteness from the minds of pupils.

It Might Be Worse—Decidedly

IF THE teaching profession has been held in low esteem by many of its members in the past, for economic reasons, that sentiment ought to have changed a good deal, as a result of recent experiences. Few occupations can be found today that have supplied as steady employment with as little pay-cutting as this occupation of teaching. And this applies to teachers at all levels and at every sort of post from classroom to administrative office, in institutions both public and private. Taken as a whole, the profession has been well favored during the depression. Checks haven't always come on time, nor have they invariably been for the full amount. The number of positions has been reduced at certain points, and new openings have failed to appear in customary numbers. Teachers who have been locked out have had just as tough a time as anybody trying to break into—or unlock—closed doors. But the overwhelming multitude of persons employed in the schools have been securely intrenched and have had more or enjoyed virtually undiminished incomes.

This fact has undoubtedly reflected itself in the quality of the teaching. Teachers have been able to avoid "the blues" more successfully than most others in the community, and to maintain a hopeful attitude toward life which children, coming from distressed homes, must have been relieved to note.

Teachers at this Thanksgiving season have abundant cause for gratitude for their personal blessings—however much they may prefer that all were sharing equally with them.

Auson W. Belding

Associate Editor.

Can Reasoning Be Taught?

By ROBERT P. CARROLL
Teachers College, Syracuse University

"Some teachers still think that the teaching of mathematics develops the habit of forming judgments and conclusions. . . . The superstitious idea about what mathematics will do for the mind may have caused teachers of other subjects to almost entirely neglect the idea of teaching pupils to reason."

REASONING is largely a matter of habit. The ability to reason is not due to any special endowment or aptitude like a capacity for music, mechanics, or art, and the study of no one subject will develop such an ability.

The human race inherits its ability to reason, just as man inherits the ability to see, hear, walk, run, and so on. Men vary in visual and auditory acuity, and in speed of walking and running. One's own speed in running will vary greatly, depending upon practice and habit. The ability to run is inherited, but the habit of running may be neglected, or even never formed.

Some persons never form the habit of reasoning to any great extent. They simply drift along and let some one else do their thinking or reasoning. They may do some reasoning about things that are of special concern to them, or when forced to by an urgent need or impending danger. Reasoning requires the activity of more neurones than the recall of single facts. To decide whether Washington was a greater general than Cornwallis would require the stimulation of many more reactions or association groups than would the recall of the date of the discovery of America. Consequently, reasoning may be said to be harder, or to mean more work, and the process would naturally be avoided by lazy individuals.

While in general the habit depends upon practice, the ability to reason with reference to a given problem or situation depends upon a knowledge of the elements of the problem or situation. For example, the writer, while looking over some old abandoned physics equipment several years ago, found a rather peculiar-looking machine. It had a slight resemblance to motors generally used by physics classes in the study of electricity. It had coils of fine wire evidently arranged for an electromagnet. One rather odd-looking part slightly resembled an armature. Also there were two rusty, crooked wires with no insulation that looked as though they were meant for brushes. The conclusion was, therefore, that it was an old type of motor, and when the machine was properly connected with two dry cells it ran sufficiently well to show that it was a motor.

When the psychology class came to the lecture room not one of the students could tell what the mechanism was. None of them had studied physics, so they made many wild guesses, and repeatedly asked what it was. Why could they not reason out the answer? Because they were not familiar with armatures, coils, brushes, and alternating currents. In other words they did not know the elements of the problem. The brightest ones in the class came no nearer to the correct answer than the duller ones.

False conclusions reached in reasoning are often attributed to lack of ability in this mental function. This is not necessarily true. Children do a great deal of pure reasoning. Sometimes their conclusions are true, sometimes false. Fallacious reasoning is due chiefly to a lack of knowledge of the elements of the situation.

Much of the reasoning of primitive peoples is fallacious. Mythology gives abundant examples of fallacious reasoning due to a lack of knowledge of geology, geography, biology, astronomy, and science in general. Columbus reasoned wonderfully well about the size and shape of the earth, considering the meagre resources available for acquiring knowledge about such matters.

In the study of arithmetic children often fail because of a lack of knowledge of the fundamentals. Several years ago a public school teacher asked the writer to try to find out what was the matter with two of her pupils. She said that they had good memories, but no reasoning ability. The pupils were in the sixth grade and were trying to work problems in denominate numbers, and among many such others were asked to do these problems: 1. "Reckoning $7\frac{1}{2}$ gallons to the cubic foot how many gallons in a tank $6\frac{1}{4}$ feet long, $3\frac{1}{2}$ feet wide, and $2^{1}/_{3}$ feet deep?"

2. "Reckoning $7^{1}/_{7}$ cubic feet per barrel how many barrels of water are in a rectangular watering trough 6 feet long, 18 inches wide, and 14 inches deep?" A brief investigation revealed the fact that these pupils did not know how to add such num-

bers as 4½ and 7, nor to multiply 20 by ²/₅. Needless to say, they were completely lost when asked to apply new principles that required an excellent knowledge of fractions.

It is not difficult to reason about abstract ideas concerning which definite concepts have been built up; ideas that are well understood, and with which plenty of associations have been formed. A child or the feeble-minded might find difficulty in the following:—

Goodness is more desirable than ability,
Ability is more desirable than beauty,
Energy is as desirable as ability,
Beauty is less desirable than agility,
Therefore, energy is more desirable than agility.

Normal adults might also find difficulty in this selection, but with them as well as with those of lower mental age, one of the chief difficulties would come from the barrenness of associations. The complexity of the material might also require a highly arborized nervous system. If reasoning is thinking facts together, the more highly arborized the neurones, the more ideas may be held in "suspension" for comparison.

Abstractness, concreteness, newness, and complexity are four factors that should be carefully considered in an effort to teach children to reason.

If reasoning is largely a matter of habit the principal question is, perhaps, how can we teach pupils to form the habit? We recognize the fact that certain men of national reputation in politics, law, psychology, finance, and other fields have the habit of "thinking things through" or reasoning. How did they form the habit? They were probably given many propositions to "think through" while they were in grammar and high school even, as well as tasks that meant mere memory, although reasoning is largely dependent upon memory. To answer the question as to who Grant was would be far different from showing whether Grant or McClellan was the greater. To have the pupil say after the teacher that the people of Japan are more industrious than the Chinese would be mere memory, while to have the pupil make the statement after he had studied the industrial and agricultural products, the civic life, and the educational systems of both nations might be a matter of reasoning. Reasoning can be used in finding the difficulty with an automobile, in interpreting a poem, in making the simplest kind of an invention, in deciding what clothes to buy, playing chess, deciding where to skate, and in doing scores of other things.

One great difficulty is that it takes more time to teach if we let pupils read over material and form conclusions. It apparently saves much time if the teacher "tells" a great deal and lets the pupil simply remember. Besides failing to develop the habit of reasoning this method does not lend itself to permanency of retention, which to a very great extent depends upon multiplicity of associations. In view of this fact it is doubtful whether, in the long run, the telling or lecture method does really save time. Some teachers still think that the study of mathematics develops the habit of forming judgments and conclusions. This may be true to some extent, but only in a narrow field, and the superstitious ideas about what mathematics will do for the mind may have caused teachers of other subjects to almost entirely neglect the idea of teaching pupils to reason.

If the habit is to be well established the teacher should see that the material is well within the mental grasp of the pupil, that the facts are learned in detail, that the factor of newness or strangeness is properly taken care of, and then, not mere memory questions, but carefully prepared questions that require contrasts, comparisons, and definite conclusions should be asked. This method should be followed in geography, reading, language, civics, history, and in short, in every subject in the school curriculum.

I Love Words

By Louis Ginsberg

Some love schooners. Some love birds
With peacock feathers. I love words.

Some love the lark whose song on high
Seams the earth fast to the sky . . . .

Some love a bell or a deep gong
That yearns to fondle the silence long.

Some love lacquer, glittering brass,
Ivory, crystal, and fine-spun glass.

Some love jewels and gems that daze:
Topaz, onyx, chrysoprase.

Others love Beauty that haunts swans
In permanent repose of bronze . . . .

For others in music a rapture begins
In flutes conversing with violins . . . .

Others love meadows, when Spring comes back
With daffodils as their almanac.

A maple's crimson or sumac's fire
Will kindle in others a torch of desire.

Some love ships. Some love birds;
Some love meadows. I love words!

—The Poetry World.

Co-operative Trade Training

By NILS ENGSTROM
Southbridge, Massachusetts

"The advantages of co-operative training to the individual are manifold: He has the benefit of contact with actual industry; a vitalizing of his school studies through practical application; direct labor experience; he develops the habits of industry, responsibility and self-reliance."

THERE is an increasing demand from industry for information as to what co-operative industrial education really is and to what extent the schools can assist in such work. Much confusion exists regarding this type of education and valuable opportunities are lost. Any public school system, with the help of industry, can give effective co-operative training and nearly every community has vocational possibilities.

We all agree that the schools owe it to their pupils to place them to the best possible advantage and so the responsibility for the introduction of co-operative work rests with the school authorities and not with the industry as is generally supposed. The question then might be raised as to how such a program can be carried out by the school people and sold to industry.

In the first place a survey of the occupational activities of a community should be made by some member or members of the school faculty and the opportunities for the placement of individuals noted. This is usually best accomplished by contact through the personnel manager if there is one, and if not, through some individual whose business it is to hire the help.

There are communities, of course, where there is no possibility to introduce what might be termed trade training, but there is generally an opportunity for training the operative type which might be illustrated by work in a toy factory where the processes are few and the work is on a highly productive basis on a small number of projects. Then, again, the community may have no industrial activities. It might be largely agricultural, in which case, of course, the only type of trade education that could be considered would be agricultural.

There is a very decided tendency in launching a co-operative program to overload the industry with individuals for whom no work can be found either during or after the training period. A careful check-up of the labor turnover in an industry will generally indicate the number that can be accommodated. It would be apparent to the people making the survey that a tie-up with a concern who hire a large number of people this year and discharge them next would be a rather hazardous industry with which to try to work up a co-operative program.

In other words the industry must be sufficiently stabilized so that it can reasonably guarantee work for a certain number of individuals during training and be able to absorb a percentage of these people in its plant after they have received their training.

Again in some communities the number of individuals placed in co-operative work might be small. I am never afraid to start a small group provided the tie-up is satisfactory, because generally speaking, the openings for the placement of others will follow as the work develops and these opportunities become apparent to both the school and the industry.

After such a survey has been made, we are now ready to sell the industry. I do not believe that industry will rush at the school man with open arms, but this is true of all forms of marketing goods.

SOME of the very natural questions which industry is going to ask are as follows:—

What benefit is there going to be in our business?

How much are we going to make or lose during this training period?

How much is this going to upset our foremen who in most cases will have to be the shop teachers?

By employing co-operative students the firm is constantly and systematically infusing new blood into its organization. The morale of the shop is strengthened by the introduction of a few ambitious young employees who are known to be working their way up from the ranks. Experience has shown us that a considerable number of these people remain with the industry upon graduation and assume key positions. Thus without the expense of maintaining a training school of its own, and without paying more than the standard cost of productive labor, the firm is able to obtain selected men, brought up in its own organization and trained by the school for future usefulness.

As to the cost, I think of this more in terms of deferred value than of immediate returns. However, I am satisfied that a training course can be made self-supporting, if not profitable, provided proper methods of handling work are employed.

A statement made to me recently by a shop superintendent to the effect that he considered a training course the best investment that an indus-

try could make would serve to emphasize its importance. To be successful a training course must continue to improve both in content and usefulness to the individual and to the industry. It should not be put into a corner and regarded as a necessary evil, but should be kept in front of the co-operating agencies at all times.

The question of shop supervision and possible unfavorable foreman reaction to a training program, I find is usually due to not placing a training outline in the hands of the foreman who is going to handle the pupils. A foreman will invariably complain if he has to do this himself, whereas if his work is laid out for him, he feels that the responsibility rests with some one else, and that his job is to follow directions.

It is very essential to the success of this type of education that the courses be laid out for the co-operating agency before training is started.

The advantages of co-operative training to the individual are manifold. He has the benefit of contact with actual industry; a vitalizing of his school studies through practical application; direct labor experience on equal terms with other workmen; he develops habits of industry, responsibility and self-reliance. He has an opportunity for partial self-support, and lastly he can sell himself to industry before graduation.

The co-operative plan as against college methods seems specially well adapted for the training of supervisory personnel men who begin in overalls and climb through the various stages to managerial positions.

On the other hand, the advantages to the school are just as great, both from a training and economic point of view since the industry takes care of the equipment and helps the student by paying him a small weekly wage.

In the Southbridge school with which I am connected, we offer training in twelve trades, and these are as follows:—

Machine.	Sheet Metal.
Electrical.	Steamfitting.
Drafting.	Foundry.
Printing.	Opticians.
Engineering.	Carpentry.
Cabinet Making.	Pattern Making.

We have an enrollment of 135 boys and a regular teaching staff of eight teachers with two part-time teachers. This does not include the shop foremen who are also teachers and who number about a dozen or more.

The school is open to boys between the ages of fourteen and twenty-five, who have completed the sixth grade. It has been found that boys who have finished the grammar or a portion of high school make better progress than those whose school preparation has been less extended.

Boys are promoted strictly on the merit system, and consequently the length of training will depend upon the application of the boy. The length of the course given is from three to four years alternating school and shop. The boys are paid an hourly rate, ranging from 15 cents the first year, 20 cents the second year, 25 cents the third year, and 30 cents the fourth year.

Upon satisfactory completion of the school course, and before graduation, the company takes the boy under its management for a trial period of six months. At the end of this time the boy is awarded a diploma certifying a successful completion of his apprenticeship.

Leisure

By William H. Davies

What is this life if, full of care,
We have no time to stand and stare.

No time to stand beneath the boughs
And stare as long as sheep or cows.

No time to see, when woods we pass,
Where squirrels hide their nuts in grass.

No time to see, in broad daylight,
Streams full of stars, like skies at night.

No time to turn at Beauty's glance,
And watch her feet, how they can dance.

No time to wait till her mouth can
Enrich that smile her eyes began.

A poor life this if, full of care,
We have no time to stand and stare.

—Exchange.

A School Built Around the Girl

By DORA WELLS

Principal, Flower Technical High School, Chicago

"WE HAVE been doing a great deal in this city for the boys, and I want to do something for the girls." These words of Mrs. Ella Flagg Young, then superintendent of the Chicago public schools, were the forerunner of the first technical high school for girls in the city of Chicago—the school which Mrs. Young later caused to be named for a former member of the board of education, Mrs. Lucy L. Flower. It was fitting that the school should bear the name of Mrs. Flower, because to her was largely due the introduction of manual training and household arts in the schools of Chicago. The Flower High School opened in September, 1911, in an old building in a poor quarter of the city. Four and a half years later local conditions forced it to move to another old building in a slightly better neighborhood, where it maintained a struggling existence for twelve years more.

The kind and quality of the work which it did, however, even under unfavorable conditions, attracted attention in the city and led to visits from teachers and superintendents from all parts of the United States and from foreign countries.

Household arts had been taught in Chicago for many years, but a technical high school for girls with genuinely technical courses sailed uncharted seas and was forced to work out material for instruction according to its own ideas of what was most necessary in the education of girls.

In December of 1927 the school moved to a beautiful and commodious building on the west side of Chicago directly opposite the beautiful conservatory in Garfield Park. Here began a rapid increase in numbers and corresponding expansion of curriculum.

In general, the course of study offers enough academic work in science, mathematics, foreign languages, music, English, history and civics to enable graduating students to enter the universities of the Middle West. From the first it was thought wisest to give technical instruction along the lines of the traditional occupations of women, courses concerned chiefly with food, clothing, home care and home furnishing. Through intensification and specialization the school wished to give technical skill which should be a marketable product.

Today the food courses begin where the eighth grade pupil leaves off and continue a study of food principles and preparation until in her third year the pupil begins a course of cafeteria management in the school lunch room. At the present time about eighty girls are taking this work. A trained dietitian in charge of the lunch room directs the eight or nine hired helpers and conducts the instruction of the cafeteria class. The work of the students is minutely scheduled so that every girl takes part in every process in the lunch room. If the pastry cook makes three hundred rolls the student assigned to that department for the day makes a dozen. If the cook makes twenty pies the student makes one, and so on through all the processes of preparing soup, cooking the meat, preparing and cooking the vegetables, assembling the salads, spreading and wrapping sandwiches, running the cash register and lightning change maker, serving, acting as luncheon hostess, selling candy at the candy counter, checking the bills, figuring the cost of every kind of food served, preparing the checks for the signature of the manager, taking the inventory, and balancing the accounts. Power, dignity, self-control and willingness to take responsibility are the essential results of a semester's work in the cafeteria. A few quotations from the students themselves will best illustrate this statement. In answer to the question, "What do you consider the most lasting of your course in lunch room management?" answers like these are usually received: "I was slow, I have learned to hustle." "I was timid, I have learned to take responsibility." "Our class is more united; we think more of each other than we did before we began this course." "I have learned to make leftovers more attractive the second day than they were the first"— a good lesson in domestic economy. "I have learned other names for hash"—a good lesson in domestic diplomacy. "I have learned that it is like football, it is not the individual work of one star player that wins the game, but it is all of us working together"—the best lesson in civics that a child can ever learn.

Following the cafeteria management comes a course in meal serving, in which the preparation of daily rations in family quantities is studied and carried out. A semester's work in dietetics follows and this leads to the last offering of the senior year, a course in child care. Beginning with the prenatal care of the baby, the classes in child care read and discuss several books and gain practical experience by scheduled hours in the child care laboratory to which six children between two and four years of age are brought daily by their mothers. Here in a suite of four rooms the children live a normal child's life from nine in the morning until three in the afternoon when their mothers come to take them home. The student observers and helpers assist the children at lunch and in their indoor and outdoor play, always under the supervision of a teacher trained in kindergarten and prekindergarten work. Nothing is done for the

children that they can possibly do for themselves. No child is retained in the practice room whose mother does not willingly and intelligently co-operate in the training that the supervising teacher thinks best for the children. The reports made by the students on the activities of the room are discussed with the head of the food department who is the class instructor and supervisor of the laboratory.

The field of textiles covers the making of all kinds of women's garments from simple school dresses and underwear to evening gowns and tailored suits and coats. Twenty weeks of millinery are required of every girl. Twenty weeks of weaving give a practical knowledge of the structure and nature of cloth with a somewhat intensive study of fibres and patterns. In the second year a twenty weeks' course is required that bears the name of "Care of Textile Fabrics." It is in reality a sort of glorified laundry course, including the removal of spots and stains from cotton, silk, wool, linen and rayon, the washing and mending of lace and embroidery, the washing of woolens, and the study of soaps, starches, and bluings. This course stands midway between the general science offered in the first year and the chemistry required in the third year.

One of the most interesting features of the school is the department of art. To teach art with a small "a," to make it serve as far as possible every other phase of school work and school life, to make it at once the background upon which the school work is superimposed and the atmosphere in which it is accomplished, is one of the fixed determinations of the school. The results of this persistent policy are noticeable to all observers. It shows in restraint and propriety of dress, in courtesy, in conformity to established rules of conduct, in quality of voice, in attitude of mind. Art should be the servant of every other course in the school curriculum and by being the servant become the master of all. The teaching of design functions in simple pottery, in the "Who's Who" memory books which contain collections of pictures studied in class, in the figure study, costume design, houseplanning, and interior decorating, and culminates in selective craft work in various media.

The work in English, history and mathematics is like that given in every other high school in Chicago. The work in physiology and general science, combined with the activities of the gymnasium, centres around hygiene and health instruction. The economic phases of botany are stressed and home projects like dish gardens and window gardens are carried out in the classes and through the botany club. The second semester of the required course in chemistry gives some attention to problems of home economics. Genuine qualitative analysis is too advanced for the high school pupil, but she does learn how to examine jellies and jams for injurious preservatives, how to test coffee for chicory, and how to test baking powder for alum and other adulterants.

The graduates of the four-year course enter nurses' training classes or go to one of the universities of Illinois, to the Art Institute or to Crane Junior College. A few students have found employment as helpers in restaurants and tea rooms. The management of the school believes that a wide field of opportunity is open to women in the preparation and sale of food. Many of the graduates of the school have become teachers after attending the Chicago Teachers' College. Some are designers in garment factories. A few have gone into chemical laboratories as assistants. A few more have taken commercial courses after graduation from Flower, and many are conducting homes of their own with wisdom and dignity.

In addition to the four-year course, the school offers a two-year course for girls who must go to work at the earliest possible moment. The first year of the two-year course is practically the same as that of the four-year course, but in the second year specialization is offered in dressmaking, in millinery and in personal hygiene or so-called beauty culture. In normal times the girls who have been trained in these courses readily find employment, and their acquired skill is not wasted even if it functions only in their homes.

The school has the usual club activities, assembly programs and forms of social life found in any large city high school. The persistent efforts of the school administration to make common things beautiful and to take away drudgery from daily life by turning grinding tasks into beautiful arts has resulted in a rare and very lovely school spirit. The students are courteous, devoted and markedly responsible and reliable. They realize that the school is theirs, and that the teachers are their friends and companions, not their taskmasters or their stern critics. Cases of serious discipline are rare.

To the generous sympathy of the Board of Education and the superintendent's office the school is indebted for the opportunity of trying out, adopting and sometimes rejecting sundry phases of technical work. An interesting and thus far successful experiment is now going on in an intensive study of music, its expression through different instruments, and its forms of composition. This work is offered in lieu of some of the courses in home economics which have been already mentioned. Other elective alternatives will doubtless be added soon. A school like the Flower Technical High School must expand as the needs of women expand in a complex society. It must continually broaden its scope of instruction and it must always give a fine and genuine culture through its technical work.

Music as a Moral Stimulant

By ARTHUR EDGAR FRENCH
Revere, Massachusetts

IT IS CLAIMED that there is no ethical principle involved in musical culture; that from the standpoint of moral values one kind of music is as good as another. For instance, primitive jazz is as *good* as modern classic. It is only *different*. Judgment of comparative *quality* is only a matter of *taste*.

The following narrative is related of the experience of a Christian missionary and his wife, and a Chinese immigrant, in North Borneo.

"Early one evening a neighbor came to the Hoovers (the missionary and his wife), and told of the approach from up the river of a Dyak chief and seventy warriors. Hoover reassured the frightened messenger: 'They can't do any harm,' he said.

"'But they are fully armed!'

"'Of course. There has been some trouble in the interior with quarrelsome Dyaks. Rajah Brooke sent out a summons recently for some peaceable Dyaks to go to battle against the trouble makers. These men on the river belong to that expedition.'

"But the neighbor seemed dubious. 'All Dyaks are the same,' he protested. 'They are head hunters, and dangerous.'

"'We shall see,' Hoover replied, undisturbed. And they waited.

"They did not have long to wait. Just before dark they heard the splash of oars, and a boat's prow grated on the shore near the house. Men's voices were heard, then a knock came at the door. Hoover answered. The visitor was an old Dyak chieftain in full regalia."

"He and his men, the chief explained, had gone to the rajah, and had been asked to return in two weeks. The trouble had died down in the interior for the present, at least; more warriors were not needed. The little army, some miles from home, had seen the light in the Hoover house, and come ashore. Would the good householder be so kind as to permit the chief and his men to camp for the night in the front yard, and cook their rice over the open fire?

"'You are welcome,' Hoover told the old leader. The chief bowed, and went away, while the missionary, turning to his frightened neighbor, smiled, as if to say: 'You see! They are just a band of travelers with an old man as their leader. They do not ask much. What little they do ask, we as Christians will be glad to give them.'

"But if the Dyaks had at first asked only for the use of the front yard, it did not take them long to get up courage to ask for more. Scarcely had they finished their meal before the chief was again knocking at the door, this time accompanied by two young giants, armed with great swords and shields.

"'We wish to spend the night indoors,' the chieftain said, half in explanation, half in command.

"Before their host could reply, the old man and his lieutenant had shouldered their way into the living-room, followed by as many warriors as the place would hold. They squatted on the floor, talking cheerfully, making themselves completely at home; nor did they seem conscious of any fear on the part of Mrs. Hoover and the neighbor, who waited in a far corner, watchful, undecided what to do.

"The Dyaks, on the other hand, found no trouble in amusing themselves. They formed a circle, squatted around the walls of the room, and the chief and his two headmen began to chant a tribal song. As they sang, a swordsman took his place in the middle of the room, and started to dance in time to the music, waving his weapon fantastically as he did so. The chant's tempo grew more rapid. Faster danced the swordsman. Occasionally the dancer uttered some inarticulate war cry, and lunged fiercely at an imaginary opponent. He became more and more excited, until finally he reached a state of frenzy. Then just as the little group in the far corner were about to attempt a sortie from the house, two or three other fighters leaped to their feet at a signal from one of the headmen and pulled the man to the floor, taking his weapon from him.

"The Hoovers breathed a sigh of relief—but the chant went on. Another swordsman took the middle of the little stage, and the performance was repeated. And the longer the performance was continued, the more wildly did the men dance, and the more savagely did the warriors shout as they looked on. On their shields, against the walls, their hosts saw festoons of hair, human hair. Head-hunters!

"Desperately Hoover cast about for some way out. He knew that it would be madness to attempt to leave. If he sent his neighbor out for help, the warriors would immediately become suspicious. They might even attack the neigh-

bor before he could get to the door. Besides, what good would help do? Sibu people were not fighters. They were Christians—their word of greeting was 'Peace.' They would be like children in the hands of men armed to the teeth and thirsty for combat. Blood would be shed, and many of the townsmen killed if any attempt were made to curb violence with violence.

"Hoover looked around desperately toward his wife for assurance, and they talked for a few moments in whispers. Then she walked calmly across the room.

"Immediately the Dyak chant stopped, the dancer stopped, the group became watchful. But Mrs. Hoover did not hesitate. She sat down at the little organ in the living-room, and began to play softly a church song. She played it through and began another. Then the chieftain got to his feet and walked to her side. 'A music box?' he asked, smiling timidly, like a child.

"'Yes.'

"'We will listen,' he said simply.

"The crisis had passed. Mrs. Hoover played to them until the music had as an accompaniment the gentle breathing of the chieftain, followed, one by one, by that of the warriors. Soon they slept, these savages with souls that could be reached by music, and Mr. and Mrs. Hoover, with their neighbor, tiptoed softly from the room."

The above narrative, taken from "Treasures in the Earth," by Fred Hamlin, New York, Friendship Press, is its own best commentary.

Selection of Textbooks

By G. H. SANBERG
Superintendent, Rochester, Minnesota

NO TOPIC connected with the schools has been the subject of a more heated discussion than the question of textbooks. Only a short time ago school books were examined in great detail to discover some evidence of propaganda that might be construed as pro-German, pro-British, or pro-something else.

The one plan to which the least objection is or can be raised, places the main responsibility for the selection of texts upon a group representing those who are to use the books in the classroom.

Competent teachers who are in close touch with the pupils into whose hands these new books will be placed should know better than anyone else what the class needs are, and for that reason should be consulted when a choice of texts is under consideration.

Sound in Method--Rich in Material

FACT AND STORY READERS

(Suzzallo, Freeland, McLaughlin and Skinner)

THESE books devote particular attention to the method of teaching the meaning of what is read, and to the teaching of vocabularies carefully checked with the Thorndike and Gates Lists.

The plan of work is outlined in the *Teachers' Manuals* with great definiteness and may be used with any of the prevailing methods of teaching. The whole series is rich in both imaginative and non-fiction matter of a high order.

The *Workbooks* provide activities that appeal to the pupils and save the teacher much labor. There is a wealth of artistic colored illustrations.

Nine Books for Eight Grades; a Pupil's Workbook for each of the first four Readers; Word and Phrase Cards, also Teachers' Manuals.

AMERICAN BOOK COMPANY

New York Cincinnati Chicago Boston Atlanta

"Make Goods" and "No Goods"

By ARTHUR DEAN

Youth changes. School dull boys may become life bright young men. Introverted and shy girls will get over their self-consciousness. Noisy and boisterous youth will grow into staid old men and women. Silly boys and girls will grow up and quiet down.

But idle, shiftless and mean boys and girls seldom change except for the worse. There is a big difference between that temporary "badness" which is a part of many a youth and that "badness" which is the result of heredity and environment.

It is not safe to predict what sort of man or woman will come out of any particular boy or girl. I have lived too long and seen too much to prophesy that every youth who errs when he is young is going to keep up the game all his life. All my mischievous pupils have turned out well. My school failures have invariably done well after they have left school. My silly and thoughtless students have sobered down even more than they should.

But the really bad boy is still bad and the really bad girl hasn't turned into a good woman. Somehow it was "in their blood." As a matter of fact, I think it was in their environment and home training. They never had half a chance. The pull towards evil was greater than the pull towards right.

Here are two true stories arranged in as near a parallel column as this space allows:—

JIM NEVER HAD A CHANCE

1. JOHN: Father average, sensible, hardworking citizen. Mother a good homemaker who was on duty when children came home from school.

JIM: Father a hard cider drinker, always complaining about everything. Mother an expert with the can opener and never home when Jim arrived from school.

2. JOHN always had a room of his own and a place to study and a father who saw to it that the lesson was learned. He had tools, pets, home chores, an earned allowance, a subscription to two boys' magazines, membership in the Scouts, and books to read.

JIM ate off the mantelpiece, slept with two younger brothers, got his nickels by stealing or teasing, was not allowed to join the Scouts, no newspapers, magazines or books in the house. Given beer and cider when he was a kid.

3. JOHN encouraged to get an education. Parents discussed with him his vocational choice. Attempts being made to send him to college by providing one year of tuition with expectation that he will earn the rest.

JIM'S ciderized father says: "Edjucation ain't no good." Mother cannot contradict because she is afraid of the "old man." Family table one long jawing and fighting. Jim leaving school "because teacher can't get along with me."

4. JOHN is now Junior in a commercial high school. He works afternoons as errand boy in a drug store and his evenings are spent as follows:—
Junior Assistant Scoutmaster of Boy Scouts; State Secretary of Junior Baraca Classes; member of Order of DeMolay, member of Viking Lodge; President of Dramatical Organization; member of Debating Society.

This past summer John was employed as a counselor at a Y. M. C. A. Camp where he took charge of camp dramatics, and last year was one of four Boy Scouts to represent his city at the Boy Scout Jamboree in England. This trip was won by competing with fifty other Scouts. For four years he was a paper boy, winning trips to various parts of the country for getting new subscribers.

JIM is now resting on the seventh job he has had since leaving school with no vocational guarantee in his various job experiences. If he has a tank of gas, oil in the crankcase, a bottle and a "dame," he is "made" until the check is gone. He contributes nothing to a mother who supports the family by laundry work and when he is home, which is not often, he curses her and has a great blow-out with the old man.

I am sorry for JIM and quite sore at myself for being unable to help him. Home, School and Heritage failed to help JIM. He is more handicapped than if he had a crippled body. JIM has a terrible enemy — HIMSELF. What is going to help Jim?

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CHARACTER WORKSHOP

Conducted by JOSEPH B. EGAN

Editor, The Egan Monthly Service in Character Training

Character Training Often a Mere Preachment

TO BE PERFECTLY candid about a very vital subject, very few teachers are expert in the technique of character training. Many, through the nobility of their lives and the unselfish attitude that they bring to their work, are most important factors in a final character training result, but leaving aside for the moment the influence of the teacher's character, and confining ourselves to any direct method that she is apt to use in approaching the subject, we are forced to the conclusion that, unless aided in a very substantial way, she is placed in a position that is not only unfair to herself, but unfair to the children under her charge.

There is a widespread idea that the first thing to do in establishing a course of character training in a given school system is to hand the teacher a syllabus in which the most characteristic phraseology will be something like this: The honest boy will, under no circumstances, cheat his brother. He will not lie, he will not take advantage, etc., laboriously setting up an interminable string of resolutions which, while good in themselves and well meaning, are practically valueless as a medium through which to affect a given character. As a matter of fact, is it not true that children in the third grade have very pronounced ideas on the difference between right and wrong? Investigations have shown that they give very intelligent responses when questioned as to the rightness or wrongness of a given simple situation. Such being the case, to reiterate, to drive home and expound in an interminable flood of words what they already know is to produce a reaction which is anything but commendable.

In teaching a history lesson the teacher does not spend her time moralizing about things which the child already knows; she tries to give an insight into something new and important and of value to him.

It is possible where the teacher is properly prepared and where she is supplied with properly prepared material to give most interesting teaching lessons dealing with the fundamentals of character development, avoiding in the teaching, all preachments and all moralizings, working from interest to interest until the child is led to a conception of life that is new and vital and of far-reaching importance so far as he is concerned.

Let us take this question of self-restraint for instance. Can we excite interest in such a subject matter and wind up, after a rather spirited class exercise, with a conclusion that is of value to the participants?

Suppose, for instance, that the teacher takes the school orchestra as the basis of her work. The children are familiar with its component parts. They can talk intelligently about the various important elements that enter into it. Suppose they are asked to suggest one element after another, discussing each as they proceed, and that such elements as the following are dealt with:—

(1) In a successful orchestra each player must follow a carefully prepared score. He must be willing to do so. He has no choice in the matter, once the leader has picked the piece. He either enters wholeheartedly into the development of this score or he loses place. (2) In following the score he must be punctual. He can neither surge ahead nor lag behind. At the identical instant when he should be somewhere in the score, he must be there, and all the energies of his mind and body are devoted to the faithful keeping of his engagements. If he is not willing to subordinate all his own desires he becomes a menace to the well-being of the orchestra. (3) He must tone his own enthusiasm to that of the director's. He may wish to express himself in one way, but immediately yields to the demands of the director in order that his expression may be in full harmony with the expressions of the rest. If he failed to do this, what a queer medley of values would result and how quickly such an orchestra would cease to please!

Thus the teacher may go from point to point, encouraging the children to discover that the keynote of success in any beautifully rendered piece that the orchestra may play, is sounded in the word "obedience," and that obedience flows directly from the power of self-restraint. Once having reached this point in our teaching lesson, it is very easy to get the children to draw the deduction that beauty, and harmony, and success, flow inevitably from the union of effort, where each worker uses self-restraint in developing his feature of the job.

It is my contention that, taught in this way, the child arrives at a very vivid appreciation of not only the meaning of self-restraint, but of the value of it in his life. This method applies the

technique that has been found efficient in developing our subject matter to character training work, and on that account is very valuable when used in moderation and in a way that enlists and maintains the interest of the child.

Question—How often would you say that such a teaching lesson could be effectively given in the course of a week?

Answer—A lesson of this sort should be an outgrowth of some development in the regular day's work. For instance, if in history they are studying the period of Colonial development, it is a very simple matter for the teacher to deal with the elements of self-restraint as exhibited in the work of the successful farmer. In this way new light may be thrown upon the self-sacrificing struggles of our forebears, their denial of self in the conquest of a wilderness. Every stone fence that beautifies the hillsides of New England is an enduring monument to the wonderful spirit of restraint that actuated the early settlers.

Let us consider the elements of self-restraint that lie beneath this story, considering particularly what lack of self-restraint did to Rome and what the possession of self-restraint did for Attila and the Huns.

LITTLE ENEMIES

From The Egan Monthly Service in Character Training. Copyright.

(*Being true to those habits that lead to success.*)

ATTILA, the mighty Hun, the scourge of Europe many years ago, was once sent as a hostage to the City of Rome. Rome, as you know, at that time was still mistress of the world though sadly weakened by the drunken leadership of her great men. Attila was still a youth, but his training had been in the hard camp life of the wandering hordes that hovered on the edges of the Roman Empire. He had been taught to ride day and night without rest, to live on a handful of uncooked wheat, to drink water only at long intervals, to endure hardships and accept poverty as a real condition that strengthened his arm for its constant battles.

When he found himself in the Roman Court he was at first delighted. Life was so easy for him. He could drink wine, and eat all day long. He listened to sweet music and marveled at the rich display in the great Roman homes. Attila enjoyed all this for a time, then he took thought within himself.

"This is not the life of a warrior," he mused. "Wine weakens my will to fight instead of strengthening it; and already my arm muscles have grown flabby, and my legs have lost some of their strength. If I am to conquer these people I must resist the vices that are working against them and for me."

From that day Attila withdrew from the gay life about him. He moved silently through the great city, making notes of what he saw; vice everywhere, all tracing a horrid journey back to the drinking of wine and other strong alcoholic beverages. He saw men brawling over their cups; he saw men murdered in their sleep by drunk-crazed friends; he saw children weeping over fathers and mothers whom drink had driven crazy; he listened to senators talking nonsense out of drink-befuddled brains; he saw all sorts of wickedness blossoming around him like horrid pestilential toadstools, rooted in rottenness, and leading straight to death.

Seeing all this, Attila laughed. "The real enemy," he said, "is within the gates. Let the Romans drink and carouse. Some day I shall lead my strong warriors over their bodies into these very halls. With this enemy working in their midst, I need not study the strength of their armies or the wisdom of their generals. It is the unwatched, the apparently little things that defeat the purposes of all of us."

You know, of course, how Attila kept his word. A drunken Rome was no match for the alert, hard-riding Hun.

You are invited to submit Character Questions to Mr. Egan for consideration in "Character Workshop."

A Neighborhood of Nations

By L. W. FEIK

Superintendent, Sioux City, Iowa

THIS is a neighborhood of nations. To live peaceably with our neighbors and understand them it is necessary to do our utmost to remove barriers of prejudice and misconceptions of other peoples.

We must endeavor to create in the young people a true appreciation of the citizens of lands other than ours. We must realize that this nation is being examined critically by the world-at-large. We must be liberal-minded, and recognize the good wherever it may be found. In heart the children of all lands are one. Hopes and aspirations of all peoples are in the final analysis similar.

The co-operative and international understanding of people of all lands is delayed by those who fail to see beyond their local horizon.

The business of the school is to extend the American horizon to an international horizon.

"The world does not need more knowledge as much as it needs more humor.

—Bruce Barton.

BOOK TABLE

PROBLEMS IN BIOLOGY. By George W. Hunter, University of Southern California, Los Angeles. Cloth. 706 pages. American Book Company.

The modern textbook will differ radically from the typical text of the past, just as everything that meets the need of the new civilization is entirely different from any accepted information of the past.

The day of the specialist has passed in textbooks as well as in drug stores. The profit of the drug store is in the non-drug articles that are exposed and sell themselves. The licensed druggist fills prescriptions in a back room. He reads the physician's prescription which the person who hopes to be benefited by it cannot read.

"Problems in Biology" is one of the best textbooks created in these years of depression. It is not expected that any student will try to read it all any more than any one is expected to read everything in a daily paper, but there is nothing in any one of the books published in the depression that some will not want to know, that some learner will not use.

Everything in "Problems in Biology" is written and illustrated so that it will be tempting to whoever will have any use for that information.

This book would not have been published five years ago, it would not have half as much information. The information which it had would not have been written as forcefully or as attractively. It would not have had half as many illustrations, nor would they have been as attentive to the effect upon the learner's use of the information.

I have been intensely interested in school books for sixty-seven years, and those that meet the need of 1931 students are vastly more valuable to learners as they study and in use after they have been studied than they would have been had they been made five years before.

THE PSYCHOLOGY OF HIGH SCHOOL DISCIPLINE. By Ralph W. Pringle, Illinois State Normal University. Cloth. 362 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath & Company.

We can recall no other book of 362 pages devoted to this specific problem of high school discipline.

We can but wonder what William T. Harris, G. Stanley Hall or even Charles W. Eliot would have said had he read this book. The endocrine glands were not as vital to adolescents then as now. High school discipline was not dependent upon glands in the centre of the body, head and neck in their philosophy.

The Illinois State Normal University is striking a new note in its approach to adequate knowledge of human nature.

This is one of many demonstrations that under the leadership and inspiration of Dr. H. A. Brown this traditionally famous teacher-training institution is to rank with this leading modernized university.

State Teachers Colleges and universities must rise to scientific levels, and it is interesting that the only state teacher-training institution that carries the name "normal university" is striking a university pace.

EKORN. By Haakon Lie. Illustrated by Kurt Wiese. A translation from the Norwegian. By Claes Leonard Haltgren. Cloth. Holiday edition. Chicago, New York: Laidlaw Brothers.

The Norwegian stories have a charm all their own, and children of all languages feel the spell of this language when it is translated into their own.

Be that as it may we know that the Norwegian stories translated into the English language captivate American boys and girls, and men and women, and "Ekorn" is as fascinating as any story in any language. The illustrations add much to the charm of the story.

BIBLE SAYINGS. The Soul of the Bible in Fifteen Hundred Sentences. By Amos R. Wells. Cloth. Boston: W. A. Wilde Company.

Dr. Amos R. Wells, who has been one of the ablest editorial leaders of American youth for a third of a century, is devoting his later years to the promotion of a universal and useful knowledge of the Bible.

There are 31,173 verses in the Bible and here are one-twentieth of them, the twentieth that are most likely to be useful in writing or speaking in public.

The questions are in the first half of the book. Then the answers are given, with the Book of the Bible, the chapter and verse of the answer.

I can but wonder at the patience required for Dr. Wells to select these questions, but the production of such a book is a great reward.

MUSIC FOR PUBLIC SCHOOL ADMINISTRATORS. By Peter W. Dykema, Teachers College, Columbia University. Cloth. 171 pages. Bureau of Publications, Teachers College, Columbia University.

Peter W. Dykema has established a reputation for extensive knowledge as to what is being done by schools and individuals in the promotion of appreciation of music in homes and public entertainments.

He appreciates what public schools have already done and are sure to do in the future in the promotion of appreciation of good music.

He is not unmindful of the present interest in radio music, but he is confident that this is a public devotion and that there will soon be a return of interest in the personal attainment of individuals in the use of instruments in the homes and in glee clubs and orchestras.

This faith of his gives special value to this presentation of "Music for Public School Administrators."

ANIMALS OF A SAGEBRUSH RANCH. By Alice Day Pratt. Illustrated by Kurt Wiese. Foreword by Ernest Thompson Seton. Cloth. 208 pages. 536 South Clark Street, Chicago: Rand, McNally and Company.

When I read a book for review from cover to cover it is every way unusually interesting or wonderfully informing, for I have no time to waste on books that are of no use to me.

I have long had high appreciation of the opinion of Ernest Thompson Seton, and he says that "no more accurate portrayal of life and adventures in the animal world could be given than is in 'Animals of a Sagebrush Ranch.'" While reading this book I was in the mood to see if I would think as he does, and I can say with no reservation or equivocation whatever that I cannot imagine a more interesting study of animals of field, forest and prairie, of morning, noon and night, of every season and climate.

"Animals of a Sagebrush Ranch" is a story of a woman teacher in the Pacific Northwest whose vacations are in her own square-mile ranch on the Southern Pacific Coast.

Books Received

"The Administration of Physical Education." By Jay B. Nash. New York City: A. S. Barnes and Company.

"The Highway to English." By D. L. Clark, D. T. Starnes, J. L. Neu, and W. A. Stigler—Books One and Two. Philadelphia, Pennsylvania: The John C. Winston Company.

"Everyday Spelling Notebook." By Henry Carr Pearson.—"Tests and Drills in First Year Algebra." By Joseph A. Nyberg.—"Problems in Biology." By George W. Hunter.—"Robin and Jean in France." By Lawrence Williams. New York City: American Book Company.

"Circles and Squares," Book Two. By Marguerite Marquart and Jean T. Mitchell. Yonkers-on-Hudson, New York: World Book Company.

THIS WEEK ON THE AIR

Nationwide Radio Broadcasts Selected For Their Educational Interest

On the Columbia Network

Key Station WABC

Eastern Standard Time

Monday, November 30

2.30 P. M. American School of the Air—Roger Williams — History Drama.
4.30 P. M. National Student Federation of America Program.
6.00 P. M. Current Events—H. V. Kaltenborn.
6.45 P. M. F. Trubee Davison, Assistant Secretary of War in Charge of Aeronautics, "Army Aviation in 1931."
10.30 P. M. Toscha Seidel, Violinist, with Concert Orchestra.

Tuesday, December 1

2.30 P. M. American School of the Air—Russia, Old and New —Geography and Native Music.
7.30 P. M. Kaltenborn Edits the News.

Wednesday, December 2

11.15 A. M. Musical Alphabet—Ralph Christman.
2.30 P. M. American School of the Air—"Whistling Boy" — Art Appreciation.
6.00 P. M. Bill Schudt's "Going to Press."
10.30 P. M. Columbia Concerts Corporation Program—Elizabeth Schumann, Guest Artist.

Thursday, December 3

2.30 P. M. American School of the Air — Primary Music — Songs and Children's Play Acted by Children.
7.30 P. M. Kaltenborn Edits the News.
8.45 P. M. Angelo Patri, "Your Child."

Friday, December 4

2.30 P. M. American School of the Air — "Commercial Art," by Rose O'Neill, Vocational Guidance.
3.15 P. M. Talk by Governor Ritchie.
3.45 P. M. Columbia Educational Features.
4.45 P. M. Curtis Institute of Music Program.
8.30 P. M. March of Time—Dramatization of the Week's Outstanding News Events.

Saturday, December 5

10.00 A. M. Jewish Art Program.
11.00 A. M. New York Philharmonic Symphony, Children and Young People's Concerts—Ernest Schelling, Conductor.
12.45 P. M. Wingate Athletic Program—Dr. Joseph E. Raycroft, Dean of Physical Education, Princeton University, "The Difference Between High School and College Athletics."
7.00 P. M. The Political Situation in Washington Tonight — Frederic William Wile.
8.15 P. M. Leopold Stokowski and Philadelphia Symphony Orchestra.

On the National Network

Eastern Standard Time

Monday, November 30

2.00 P. M. Health Talks on prevention of seasonal illness (WEAF).
4.00 P. M. National Music League (WEAF).
6.45 P. M. Topics in Brief, Lowell Thomas (WJZ).
8.00 P. M. Dramatic Sketches, episodes in American Revolution (WEAF).
8.30 P. M. Death Valley Days, pioneer days in the Northwest (WJZ).

Tuesday, December 1

9.00 A. M. Morning Glee Club, directed by Keith McLeod (WEAF).
10.00 A. M. High School Band and Orchestra (WJZ).
4.30 P. M. Spotlights in Drama and Literature, by Montrose J. Moses (WJZ).
3.00 P. M. Music in the Air (WJZ).
7.45 P. M. Back of the News, William Hard (WJZ).

Wednesday, December 2

9.00 A. M. Morning Glee Club (WEAF).
3.15 P. M. International Current Events, James G. McDonald, "Students and Disarmament" (WJZ).
4.30 P. M. Eastman School Chamber Music String Quartette (WJZ).
9.00 P. M. Chicago Little Symphony, led by George Dasch (WEAF).
10.00 P. M. Rochester Civic Orchestra, directed by Guy Fraser Harrison (WJZ).

Thursday, December 3

9.00 A. M. Morning Glee Club (WEAF).
Herbert Askwith (WJZ).
2.45 P. M. Vocational Guidance Series, W. J. Bardsley (WEAF).
4.20 P. M. Talks From London, "What I Would Do With the World"; December 3, Dean Inge of St. Paul's (WEAF).
5.00 P. M. The Jungle Man, Carveth Wells (WEAF).
6.30 P. M. The World Today, by James G. McDonald, (WEAF).
7.45 P. M. Famous Fallacies of Business, by Merle Thorpe, (WJZ).
4.15 P. M. U. S. Navy Band (WJZ).
8.00 P. M. Dixie Spirituals, from Richmond, Virginia (WJZ).
9.00 P. M. Arco Dramatic Musicale. (WEAF).

Friday, December 4

9.00 A. M. Melodic Gems, directed by George Dilworth (WEAF).
11.00 A. M. NBC Music Appreciation Hour (WEAF and WJZ).
2.00 P. M. U. S. Army Band (WEAF).
2.30 P. M. Preserving the Grizzlies of Alaska, talks by John M. Holzworth (WJZ).
2.45 P. M. Mormon Tabernacle Choir (WJZ).
4.15 P. M. Radio Guild, December 4, "She Stoops to Conquer," Goldsmith (WJZ).
10.00 P. M. Silver Flute, tales of a wandering gypsy (WEAF).

Saturday, December 5

9.00 A. M. Le Trio Charmante (WEAF).
11.30 A. M. Keys to Happiness (WEAF).
7.15 P. M. Laws That Safeguard Society, Dean Gleason L. Archer (WEAF).
8.00 P. M. Danger Fighters, stories of the struggle to perfect various foods (WJZ).
8.00 P. M. Civic Concert Service Program from Chicago (WEAF).
8.15 P. M. Economics and Psychology (WEAF).
9.00 P. M. Chicago Civic Opera (WJZ).

NEWS OF EDUCATION

Oppose Federal Control of Education

Hoover Committee on Education Condemns Interference With State Power; Favors a Department of Education

WASHINGTON.—A far-flung reversal of federal educational policy was recommended to President Hoover by his national advisory committee on education, comprising fifty-one leaders of learning.

Calling for an about-face of tendencies toward increasing federal power over state educational affairs, the committee urged also the creation of a department of education with a secretary in the President's cabinet.

He would stand as "a spokesman for the American spirit and method in education," close to the ear of the President, but stripped of power to control state processes.

Dr. Charles R. Mann of Washington, chairman of the committee, deposited the two-year study on the President's desk. It was made public through the White House shortly afterwards.

The committee found the government engaged in multitudinous educational activities, in which "a bewildering sense of unnecessary complexity still remains."

"The Federal government," it said, "has no inclusive and consistent public policy as to what it should or should not do in the field of education. Whatever particular policies it seems to be pursuing are often inconsistent with each other, some times in conflict.

"They suggest a haphazard development, wherein policies of far-reaching effect have been set up as mere incidents of some special attempt to induce an immediate and particular efficiency."

The report, labeled "federal relations to education," asserted that without a comprehensive policy the present federal educational situation "cannot be greatly improved." It laid out a nine-point program stressing particularly the federal relationship with the various states. This was approved by a vote of 45 to 6.

Congressional support for at least part of the committee report already is assured.

The committee's approval of the plan for a secretary of education was given by a vote of 38 to 11, with two not voting.

The committee condemned the "centralist theory" of federal education control as imperiling the fundamental procedure of control through more localized units of government.

The committee's two-year study was made possible by a grant of $100,000 by the Julius Rosenwald Fund.

School Plant Value Nearly $500,000,000

NEW YORK.—The cost of the city's school plant, which includes sites, buildings and equipment, will pass the $500,000,000 mark during the coming year, according to figures obtained at the Board of Education. The city will have more than doubled the value of its physical investment in public education in eight years, as the accumulated cost of the plant was less than $250,000,000 in the academic year 1923-24. During 1927-28, the last year for which nation-wide, comparative statistics are available, the value of the school properties here was $366,180,000, according to figures compiled by the Federal Office of Education. That total was then larger by nearly $10,000,000 than the combined value of the school plants of Chicago, Los Angeles and Detroit, while the combined costs of the school plants of Philadelphia, Boston, Cleveland, Pittsburgh, St. Louis, Baltimore, Buffalo and Kansas City fell short by $29,000 of the New York figure.

College Offering Signs at Cost

NEW YORK.—John J. Swan, comptroller of Barnard College, has issued this reprimand to girls who steal signs from the buildings or campus: "If there is any particular sign which a student very much desires, please do not steal it; but apply at the comptroller's office and a duplicate can be obtained at cost." The Barnard Bulletin, backing Mr. Swan in his message to the girls, said it was not disturbed so much by the lack of ethics in the pilfering as by the irrationality.

Campbell Elected Boston School Head

BOSTON. — Patrick T. Campbell was unanimously elected superintendent of schools in Boston at a special meeting of the school committee. He has been an educator for thirty-five years. Mr. Campbell succeeds Dr. Jeremiah E. Burke. Edward J. Muldoon, former headmaster of the Bigelow school district, South Boston, was appointed assistant superintendent of schools. Mr. Campbell was graduated from Harvard College in 1885. He earned his way through Boston Latin School and Harvard by working as an assistant janitor in the Adams School. He later taught at Medford High School, and in 1897 was appointed junior master of Boston Latin School. He was headmaster of that school, the oldest in the United States, for many years. In 1929 Mr. Campbell was appointed assistant superintendent of Boston schools.

Germany Is Fitting Too Many Engineers

BERLIN.—The steadily rising tide of engineering students in German universities, with consequent overcrowding in the engineering profession, has moved the General Federation of German Industries, the Association of Industrial Technologists and several other organizations to issue a public warning that a sterile, educated proletariat is being produced without a chance of gainful occupation while millions are wasted on its training. "It is competently estimated," the memorial says, "that by 1934 there will be 130,000 graduates without jobs. That means millions in private and public money have been uselessly spent training 130,000 young citizens, many of whom for a fraction of that cost could have been prepared for vocations offering better economic prospects and that are better adapted to their real capacities."

Smith College Seniors Issue Freshman "Bible"

NORTHAMPTON, Mass. — Smith College's 584 freshmen have received college "bibles," neat little gilt-edged volumes that tell "what Smith is all about." A few of the "hints" are: "Communism has never been successfully worked out. Wear your own clothes and let others wear theirs; bridge is the thief of time; remember you came to Smith, not to Amherst; answer your parents' inquiries about life at Smith; the president hasn't time to fill out questionnaires; don't consider it necessary to diet before your first vacation. Your family will be just as glad to see you if you look familiar."

SCHOOL IN RUSSIA
Exclusively for Children of Americans

MOSCOW. — Fifty-two American children, ranging in age from six to fourteen, recently began their classes in Moscow's first American school. Despite the fact that many of the youngsters are children of the "bourgeois" American engineers and specialists engaged in work within the Soviet borders the institution which they are attending is to be steeped in Communist ideology. Only the designation of English instead of Russian as the language of tuition will distinguish it from schools which the proletarian Russian children attend. Most of the textbooks are to be literal translations of works employed in the indigenous educational institutions.

The American school will be under the supervision of Jacob Borodin, Soviet propagandist and agitator since 1919 in various countries, including the United States, England and China. He was educated at Harvard.

The primary grades are to be taught by an English-speaking Russian girl who is a member of the Young Communist League. Caroline Graf, formerly head of the art department at Kent Place School, Summit, N. J., and who recently was married to an American resident of Moscow, has been named instructor of art. Miss Grace Schneider, of San Francisco, is to teach English and arithmetic. Lovett Whiteman, an American Negro, formerly of Chicago, is to be professor of mathematics and chemistry.

In line with the puritanical strain of the Communist movement, women members of the faculty have been instructed to use neither rouge nor face powder. The tuition is to be free, and the children are to receive luncheons for six rubles (nominally $3) a month, and street car transportation at half price.

Illiteracy Increases In State of Texas

AUSTIN, Texas.—With the number of illiterates in Texas increased by 12,277 in the last decade, the state dropped in national ranking to thirty-eighth place.

Pupils Make Jelly For Poor

PONTIAC, Mich.—A second-grade class of school children has contributed fourteen glistening jars of jelly to the relief of the poor. The children made the jelly themselves in school, as a part of their school work.

WORLD LANGUAGE
English Now Used More Than Any Other Tongue

BONN.—Professor Erich Hoffmann of Bonn University, co-discoverer of spirochaete pallida and one of the foremost authorities on the control of its ravages, is pushing an active propaganda for the adoption of English as the international language. The need for a world language is constantly becoming more urgent, he says, both for facilitating communication and promoting the cause of international peace. Therefore, he believes, the League of Nations should get to work on the subject.

English, he contends, is spoken by a larger number of persons than any other Occidental language. It already has a wider international currency, and in some domains, notably in the marine world, has of its own force established itself as the modern lingua franca—every deep-sea sailor knows English, no matter what his nationality. Intrinsically English is most suitable for use as an international language, says Professor Hoffmann, "because of its brevity and relative simplicity," facilitating the learning process, especially for students of Germanic or Romance speech.

"The example of the United States, which may be regarded as a natural experiment on a grand scale," says

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William Maurice Culp, author of TUMBA OF TORREY PINES, and of the current series of articles, "Jottings of a Traveling Book Man" for the "Western Journal of Education," will visit various eastern cities in the promotion of the Corwin Science Series during the next three months.

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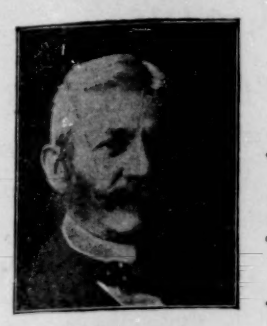

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Professor Hoffmann "has moreover proved that members of other nations can learn English adequate for purposes of communication sufficiently easily and rapidly." There is thus the less justification, he argues, for Esperanto or some other artificial language. "This would only add another burden," he says, "for some knowledge of the principal Occidental languages an educated person will need anyway."

Student Ages Vary Greatly

WASHINGTON.—Contrary to popular impression college students are not all young people of the same age. Recent information gathered by the Federal Office of Education reveals the fact that the age of matriculation varies between sixteen and thirty-five. This report, recently released, was the result of a survey on 22,000 students in the land-grant colleges and universities. Such institutions as the University of Wisconsin, Cornell University, University of California and the University of Florida were included with forty-six other schools in the report.

Public Overrides School Board

NEW PHILADELPHIA, Ohio — Goosefoot school, near here, is holding class again, after the school board and citizenry clashed. The board said there was no money and padlocked the building. Irate citizens hired a private teacher and removed the padlock.

Old College Bell To Halt Tardiness

ST. PAUL, Minn. — Unable to awaken students with electric buzzers, Hamline University here has resumed the use of an old bell hung in a campus tower. It rings for breakfast and for classes and has resumed duties it was given a half-century ago when Dr. George Henry Bridgman, a new president of the young school, came here from Genesee, N. Y., and, being lonely, he sent for it to keep him company. It cured his nostalgia. Now it is curing an epidemic of tardiness!

Schoolboys Seem Partial to "Emma"

WORCESTER, Mass.—The names of Hattie and Emma and Dora and Nellie and Gussie, all schooled in East Jamaica, Vermont, whatever their last names were, are perpetrated in deep carvings in an ancient, handmade pine school desk accepted by the Worcester Historical Society. The desk, taken from the Mountain District School of East Jamaica when it closed fifty years ago, was presented to the society by J. Pearl Spears of this city. Hardly an inch of its surface is without a whittled name. Emma was the favorite of the mountain boys, for her name appears more often than any other, and is most fancifully carved.

Addition to Funds For Schools Sought

RALEIGH, N. C.—Fifty-four counties out of the 100 comprising North Carolina have applied for permission to supplement the budgets approved by the State Board of Equalization under the newly enacted law whereby the state supports all public schools six months out of each year. These counties were allotted $8,899,450 out of state funds, but are unwilling to let the matter of their educational facilities stop there. The supplementary budgets, if allowed, will call for an additional $692,771, the money to be derived from local taxation.

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Rural Schools Are Broadening

WASHINGTON.—A marriage between the correspondence course and the small rural high school with a resulting improvement in the quality of education offered the pupils is described in a recent announcement from the Federal Office of Education. Hundreds of courses are offered by this means, it is said, which otherwise could not be available, and the practice is winning widespread attention. The plan, as described by Walter H. Gaumnits, rural school specialist of the office, is for the high school to make a connection with one of the recognized correspondence schools or with a state or university extension service whereby supervised courses are made available. The local school pays for and secures the lessons, provides periods in the regular school day for study, supervises the pupils' work, and returns the lessons to the correspondence study centre for a report on pupil accomplishment. There are not more than 14,000 rural high schools of 250 enrollment or less, according to the office, and many of the small high schools that have sprung up in the United States of late years have only 30 to 50 pupils, and as few as two teachers.

Mishaps Menace School Children

WASHINGTON, — A nation-wide survey by the United States public health service reveals that school children between five and nineteen are more likely to die from mishaps, especially automobile accidents, than any disease. Automobiles cause one-third of all accidental deaths of school children, the survey shows. Drownings cause about half as many deaths as automobiles. Burns, bullet wounds, trains and falls are listed as important causes of accidental deaths. Next to accidents, children die most from tuberculosis, heart trouble, pneumonia, diphtheria and appendicitis in the order named. The United States is a far safer place for children than in 1900, however. The death rate for children from five to nineteen has dropped forty-four per cent. since then. Heart disease, the leading cause of death among adults, is causing an increasing number of deaths among children. The rise may be partly due to the greater stress of modern life, perhaps somewhat to after effects of other diseases. The "safest age" for children seems to be between ten and fourteen years of age since there are fewer deaths in this age group than any other.

Teaching Aids Show Increase

HARRISBURG, Pa.—Supplemental aids to teaching in Pennsylvania schools are becoming more plentiful, according to the State Department of Public Instruction. The latest compilation showed 285 bands, 709 orchestras, 142 chorus and glee clubs, 941 still projectors and 257 motion picture machines in the 1,199 state high schools.

Girl Students Oppose Sharing "Date" Expenses

SALT LAKE CITY.—Acting on the recent suggestion of President George Thomas of the University of Utah that women students should share in the expenses of social affairs, fourteen men students announced the organization of a "fifty-fifty" club and issued this declaration: "Any co-ed who accepts a 'date' with any member of this club must be prepared to pay half the expenses." Scott Barnes, one of the fourteen, said: "We're serious about it, too. If the girls don't want to abide by the rules, they can stay home so far as we are concerned." The young women opined they might do neither. "Sure, they can ask us for a 'date,'" said one, "but we don't have to accept the conditions. There are plenty of other fish in the pond."

Grins Between Grinds

It All Depends

Myrtle: "Who is that woman you were complimenting on her three perfectly beautiful children?"

Vivienne: "Oh, that's the mother of those three awful kids who get on my nerves so."

A Practical Girl

Cora—"Why do you send out your wedding invitations so far in advance?"

Dora—"Most of our friends keep their money in savings banks and have to give notice."

There Was a Reason

The engineer had just succeeded at last in getting the train up a very steep grade in the Rockies, and brought the train to a stop at the station.

"Phew," he said, spying the brakeman, whose first trip it was, "we sure had a hard time making it up here, didn't we?"

"I'll say we did," replied the brakeman, "and we'd have slipped back down that mountain, if I hadn't kept the brakes on tight."

Must Fall to Rise

"Daddy," said his little daughter as they watched an airplane, "do you think they will ever get to heaven flying away up like that?"

"Not by going away up, my dear," was the reply; "they are more likely to do it by coming down."

Some Improvement

Doctor: "Well, do you find that your memory is improving under treatment?"

Patient: "Not exactly, but I can frequently remember that I have forgotten something if I could only remember what it is."

Pollyanna View

"Huh!" remarked the friends, "you look pretty cheerful for a loser."

"I am," replied the defeated candidate, "for the more I think of it the more lucky I feel I am that I don't have to keep all those promises I made during the campaign."

Any One Miss a "Lift"?

Customer—"I've a pain in my chest. Every now and then something seems to rise up inside me and then settle back."

Humorous Druggist—"You haven't gone and swallowed an elevator, have you?"

Ten "Don'ts" For Parents

Parents of prospective college students were warned by Dean Milton E. Loomis, of New York University, of the importance of a careful selection of colleges for their children. Dean Loomis issued the warning in the form of a list of ten "don'ts." The list follows:—

1. Don't encourage or insist upon a college education for your children merely as a matter of social prestige or as a result of social pressure.
2. Don't encourage attendance upon a particular college merely because it is a choice of your children's chums.
3. Don't insist upon or take blindly for granted your own college as a logical choice.
4. Don't insist upon college education merely because you had it.
5. Don't insist upon a college education merely because you did not have it.
6. Don't insist upon a college near at hand merely to maintain contact and supervision.
7. Don't encourage (if possible, prevent) a college merely to promote athletic interests.
8. Don't encourage college merely as an avenue to membership in a fraternity or a sorority.
9. Don't treat your son or daughter as a total loss merely because they did not go to college.
10. Don't discourage college mere'y for financial reasons.

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